

# **Telesyllabus**

# **Instructional Technology 6380**

**Distance Education K- 12,  
Using Blended Learning Style of Distance Learning Instructional Technology**

**Spring 2006**

**Instructor**

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EDNET Faculty Training Website

<http://www.usoe.k12.ut.us/curr/ednet/training/default.html>

WebCT Website for Class

Use Mozilla as Internet Browser—Java Enabled

<http://utahlearning.uen.org/webct/entryPageIns.dowebct>

**Headings of Syllabus**

**Telecourse Title**

**Course Description**

**Class Meeting Times**

**Textbooks and the Instructional Study Guide**

**Student Biographical Sketch**

**Course Requirements**

**Assignments**

**Grading**

**Policies**

**Contacting us**

**Class Schedule**

**Instructor Biography**

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## Telecourse Title: **INST 6380** Distance Learning K-12

Be sure to check on exact times and locations for the Monday Night class. Visit the EDNET Schedule for details. You may need to check with us to find the exact location, classroom, facilitators, etc. Nate, our facilitator can assist you with specifics.

Meeting Date, Time and Locations: Wednesday, beginning Jan 16, 2006 and concluding on April 24, 2006. Times are 5:00 Test time, Class from 5:15-7:45 pm. Receive sites are listed on the EDNET schedule as shown above. Note that **we may not meet each week**. Check the syllabus and the EDNET Schedule so you know which times we need to meet "face-to-face." We will not hold any class on March 20 (Spring Break!). Be sure to contact George during the first week of January, so that you know the exact time and location of the nearest EDNET Site to you.

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## Course Description

This is an introductory course that explores the concept of distance education, "The acquisition of knowledge and skills through mediated information and instruction, encompassing all technologies and other forms of learning at a distance." The course will focus on distance education as it is applied in elementary and secondary schools. We will explore a variety of delivery options and technologies, examine current issues of teaching and learning at a distance in secondary and post-secondary education, and consider how classroom instruction can be integrated into distance learning. Students learn best from constructivist forms of instruction--learn by doing. This class will, by its nature, be hands-on instruction.

### The goals of the course are:

1. To provide students with the context for an understanding of the scope and nature of distance education in a variety of settings and locations,
2. To acquaint students with the underlying concepts, philosophy, and theory that are the foundations of distance learning,
3. To familiarize students with a range of technologies for distance learning and their application in K-12 environments,
4. To prepare students to:
  - a. Evaluate and select distance learning programs and resources for use in their classrooms,
  - b. Integrate distance learning experiences into their own instruction,
  - c. Design distance learning experiences for their students, and
  - d. Teach at a distance and to facilitate distance learning among their students.

**As graduate students and adult learners**, you are expected to take an active part in and share responsibility for your own learning. I expect that you will:

- Attend all classes (EDNET and WebCT Vista)
- Read assigned materials *prior to* class meetings
- Devote time out of class reading and learning about distance education beyond specific assignments
- Complete contracted assignments in a timely and professional manner, and
- Participate in and contribute to group activities and discussions whether in class or online.

## Class Meeting Times

Here is the schedule for classes. WebCt means that no "face-to-face" meeting is necessary. Activities will be listed in syllabus an ISG to describe what students should do on those nights. Post to a threaded discussion, reading, write a paper, preparation for presentation, etc.

USU Class..INST 6380.  
5:00 test, 5:15 Start 7:44 End  
USU Class contacts....

George Miller 801-538-7790 [george.miller@schools.utah.gov](mailto:george.miller@schools.utah.gov)

Class or ISG #	Date	
1	1/16/2006	EDNET
2	1/23/2006	EDNET
3	1/30/2006	EDNET
4	2/6/2006	EDNET
5	2/13/2006	WebCt
6	2/20/2006	WebCt
7	2/27/2006	EDNET
8	3/6/2006	WebCt
9	3/13/2006	WebCt
	3/20/2006	No Class
10	3/27/2006	WebCt
11	4/3/2006	EDNET
12	4/10/2006	EDNET
13	4/17/2006	EDNET
14	4/23/2006	EDNET

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## Textbooks and the Instructional Study Guide (ISG)

Materials and Readings for this course are posted on the WebCT home page. There are various readings and an ISG (Interactive Student Guide). (These should be available at USU Bookstore or from online sources)

There are two textbooks that **ARE REQUIRED** for the course:

- *New Directions for Teaching and Learning, Teaching and Learning at a Distance: What It Takes To Effectively Design, Deliver, and Evaluate Programs*, No. 71, Thomas E. Cyr. Jossey-Bass Publ., 1997. Available at Amazon.com. See <http://www.amazon.com>, search under books using the title. There have been difficulties in locating this particular text. We have received permission to copy it and redistribute it to our students. At the time of the writing those materials are not yet available, but will likely be so by the start of our class. Please contact the instructor before buying a textbook, so I can assist you in getting what you need.
- *Teaching At A Distance with Merging Technologies: An Instructional Systems Approach*, ISBN 0-9628477-3-9 Thomas E. Cyr (Center for Educational Development, New Mexico State University, 1997) It is available from Amazon.com [http://www.amazon.com/exec/obidos/ASIN/0962847739/qid=993237897/sr=1-4/ref=sc\\_b\\_4/102-3813891-9731349](http://www.amazon.com/exec/obidos/ASIN/0962847739/qid=993237897/sr=1-4/ref=sc_b_4/102-3813891-9731349) or Barnes and Noble <http://shop.barnesandnoble.com/booksearch/results.asp?userid=1HHNM4H9EW&mscssid=PHRU8CEG52779ML8HN280SML65KSBXN9&ATH=cyr>

There are several textbooks that the student MAY use, but are **NOT required**. They are listed as follows

- *Distance Education: A Systems View* by Michael G. Moore and Greg Kearsley (Wadsworth, 1996 <http://www.amazon.com/exec/obidos/search-handle-form/102-3813891-9731349> ) is available from the University Bookstore through Amazon.com.
- *Distance Education Strategies and Tools*, Barry Willis, (1997) Education Technology Publications, Englewood Cliffs, New Jersey, 07632. Again, these books are available from Amazon.com <http://www.amazon.com/exec/obidos/search-handle-form/102-3813891-9731349>

An **ISG** for each lesson will be posted on the WebCT This will serve as a "note-taking" device for you. The discussion points, major questions, homework, PowerPoint slides, resources, special notes, etc., will be part of the **ISG**. It will be a PDF file and should be downloaded, printed, and read before class.

**We may not meet each week on EDNET. The ISG's and Syllabus will indicate which Monday's that we will meet "face-to-face" in the EDNET classrooms. On those times we don't meet please use the opportunity to complete activities assigned, postings on discussion threads, observations, writing, etc. Be sure to look up class times on the Course Meeting Times section of this syllabus--Listed above.**

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## Course Requirements

Class sessions will incorporate presentations, discussions, and inquiry and hands-on practice at distance learning technologies. Because of the interactive nature of the sessions, your attendance and participation in EDNET "face-to-face" meeting is necessary. There will not be a major mid-term or final exam; however, there will be six quizzes. You will demonstrate your understanding of important concepts and issues primarily through the assignments described below. You will have a choice of topics in the assignments that you contract to complete and the grade you seek to earn. Assignments and the learning contract are described in greater detail below.

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## Assignments

Assignments for this course involve you in working both independently and collaboratively to learn about distance education. You will be involved in researching, writing, sharing, and presenting ideas using the technology tools of distance learning. Each student will submit a learning contract by email, which s/he chooses which assignments s/he will complete. The assignments from which you may choose are:

Synchronous Instructional Development Project	30
Distance Learning Issue Paper	10
Technology Paper and Demonstration	15
Distance Learning Application Paper	10
Threaded Discussion Postings (minimum 20)	10
<u>Optional</u> Distance Learning Observations 6 @ 5 pts each	(30)
<b>Total</b>	<b>75</b>

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### Synchronous Instructional Development Project

(30 points) Due date: Schedule with instructor Begin 2/06/2006 and continue to 4/24/2006

In this assignment, students may choose to work alone or in pairs or triads composed of students at their own site or from different sites. Students will develop a unit plan and mini-lesson for distance delivery. Students should plan the instruction for **synchronous** delivery on EDNET. The plan must be an original unit plan that involves:

- Personally teaching the majority of the unit at a distance, and
- Integrating substantial elements of existing distance learning programming and technology from other sources.

Students will submit:

- A unit plan (lesson plan, storyboard, ISG, etc.) which, at a minimum:
    - (1) Describes the content, the learners, and the instructional goals and objectives,
    - (2) Includes lesson plans which specify the instructional events and activities, the sequence in which they will take place, as well as the media and resources that will be used, and
    - (3) Specifies how student performance will be assessed. The plan should be documented and posted onto the threaded discussion segment of WebCT
  - A ten-minute mini-lesson presented via EDNET from your site. For example, you might prepare a PowerPoint or WebQuest on an academic subject of your choice (if you are a science teacher—a biology or physics concept). It should be interactive and will be critiqued by the class. All of the class members successfully completing this option will receive an EDNET Faculty Training Certificate from the Utah State Office of Education after this activity is completed. If you are doing this activity as a group of 2 or 3 (max) then each participant should share equally in preparation and presentation. The mini-lesson will be videotaped. You will be given the videotape for your use.
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## **Distance Learning Issue Paper/Presentation**

(10 points) Due date: 1/16/2006 till 2/6/2006 (Posted or Presented in Lesson: 3 or 4)

**Description:** Does copyright in distance education intrigue you? How about some aspect of instructional design or cognition such as testing students at a distance? Here's the chance to dig in and wrestle with a distance education question or issue of interest to you and relevant to your subject area and/or the grade level you teach. The purpose of this assignment is to get you to grow in your understanding of a particular distance education topic. Working by yourself, you will research the topic and write a documented paper that synthesizes your findings in a paper **or** prepare a 2-3 minute EDNET presentation (synchronous) or WebCT Presentation (asynchronous) of equal status or rigor.

### **Directions**

1. Select a topic of interest to you. The topic must relate to a teaching or learning issue; it is acceptable to select an issue that deals with the sociological, psychological, and cognitive aspects of distance teaching or learning including instructional design, implementation, or administrative issues. You may approach the topic from the perspective of the learner or the teacher and any number of settings and audience levels. In the tradition of "Jeopardy", state your topic in the form of a question. For example, I've asked myself (and answered): How do colleges and universities reward faculty for distance teaching?
2. Contact the instructor to talk about and focus your issue, and to obtain approval to pursue it. (This step is mandatory.)
3. Gather information and review literature on your topic using standard library sources as well as the Internet and through personal communication. Draw mostly on scholarly rather than popular sources. After some preliminary research, revise your topic if necessary.
4. In a paper of no less than 6 double-spaced pages, write a synthesis of what you have discovered about your topic: How do you now answer the question that you posed? Feel free to approach the presentation of your findings in other than a term/research paper treatment. One way might be to research, write, and present your findings in the form of journal that would show your journey from initial question through inquiry, exploration, discovery, and resolution. Of course, this approach would

be on-going and longer than six pages (though the entries themselves would likely be brief and informal); you would write responses and reflections from the beginning. A journal would be a formative document with questions asked and answered along the way rather than a summative document.

5. Your paper must include the following:

- a. Initial statement and description/definition of the issue and its context.
- b. References to the current thinking of others with respect to the issue.
- c. Your response to the topic: Where do you stand? How do you see it? How do you resonate with the issue after your inquiry?
- d. A list of resources to which you referred in the paper. Have a minimum of 6 references with at least 3 that are scholarly (located through scholarly sources such as indexes, abstracts, databases, or other scholarly articles). Try to find at least 1 that is data-based (i.e., reports the results of research).

6. If you choose **NOT** to write a paper, then a presentation in **Synchronous** (2-3 minutes on EDNET) or **Asynchronous** (any length you want using WebCT or other method) mode would be appropriate. The expectation would be that a presentation would be of equal difficulty (rigor) as a paper.

**Some Possible Issues or Topics:** (Be sure to check with the instructor [george.miller@schools.utah.gov](mailto:george.miller@schools.utah.gov))

- Evaluation Of Instruction/Programs
- Distance Learning Concurrent Enrollment in Utah Schools
- No Child Left Behind--Professional Development
- Distance Learning Endorsement, Re-licensure issues
- Assessment Of Student Performance
- Social Aspects in Distance Learning
- Aspects Of Interaction
- Design Issues in Distance Learning
- Learning In Discussion Group
- Moderating Collaborative Learning
- Engaging Students
- Learning Styles
- Affective Learning
- Importance Of the Visual Dimension
- Gender Issues
- Support For Distant Learners (Counseling, Advising, Tutoring)
- Library and Student Support
- Critical Thinking/Intellect Development
- Feedback
- Use Of Distance Education (How Is It Integrated/Used In K-12 Environments?)
- Teaching Methods
- Classroom Management
- Instructional Design Issues
- Student Population (Who Is Served; What Subject Areas)

- Copyright Issues
  - Home Schooling
  - How To Begin A Tele-class
  - Video Scenario(s), or a Written Case Study/Simulation(s) (See lesson 13)
  - Distance Learning: Potential for our Institution. How To Use The Internet For Teaching
  - Trigger Video Production
  - Cross-Cultural Communication For Interactive Television
  - Visual Thinking for Interactive Television.
  - Alternative Delivery Systems For Distance Learning: Advantages And Disadvantages
  - Student Motivation and Distance Learning.
  - What Does The Research Inform Us About Distance Learning?
  - Designing A Faculty Development Program For (Or Using) Distance Learning—Check With Instructor!
  - Creating A Personal Image For Tele-teaching
  - A Student Manual For Telecourses
  - Trans-cultural Skills For Interactive Television
  - Technology Convergence And The Implications For Distance Education.
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## **Technology Application Paper**

(15 points) Due date: Between 1/23/2006 and 4/23/2006

This assignment is intended to be a individually. Select a current or emerging technology that is used or has potential for delivering distance education. Using the most recent sources you can find, do some background research on the technology and its uses. With the information, you will produce an overview of the technology in which you address these questions:

- What's involved in delivering distance education using the medium and technology (in lay person's terms)?
- Who's using this technology and how is it being used (for what purpose, to deliver what, how are they doing it)?
- What teaching and learning issues are associated with effectively using the medium and this particular technology?
- What is the future directions for this technology (what's on the horizon?)

This overview should be presented as a posting to the threaded discussion with an embedded link to a:

- Webquest,
- Real-Slide Show Presentation
- Paper (In Pdf Format)
- Some Asynchronous Method Of Your Choosing

Just make sure the class can be exposed to it in an asynchronous method.



### Some Possible Technology Topics:

- Chat
  - Desktop video
  - Asynchronous Discussion
  - Video Conferencing (EDNET)
  - IP video (Polycom)
  - Video Streaming
  - Computer Mediated Conferencing
  - Collaborative Writing
  - Broadcast TV
  - Satellite Television (simplex video-duplex audio)
  - Virtual Field Trips
  - Other Virtual Experiences
- 

## Distance Learning Application Paper

(10 points) Due date: No later than 4/23/2006

**Description:** The intent of this assignment is to have you learn about the practical applications of distance education for specific settings or audiences. You will produce a short paper after searching available sources and synthesizing current literature on your topic. You will share your findings with others in the class through informal presentations and by posting a summary on WebCT Threaded Discussion

### Directions:

Select a subject area in which you are interested (e.g., science education, language arts), a particular program or application (e.g., The Western Governor's University, TEAMS, Star Schools projects), a program in Utah, UEN, UECC, UENSS or a learning environment (e.g., corporate training, higher education, continuing professional development). Using the most recent sources, conduct some research and write a summary of your findings. In your summary, describe for what purpose and how distance education is being used in that setting for that particular audience or in that particular application. What medium/technology is being used? If a particular application such as TEAMS, describe the instructional model used for distance delivery. Focus on the content rather than the delivery method. Also identify: (1) factors that contribute to success/effectiveness of the application, and (2) issues and trends with respect to distance education in that particular context/case.

### Guidelines

- 1) Email instructor to get approval of your topic.
- 2) Describe or illustrate with specific examples; demonstrate, when possible.
- 3) Write 2-3 double-spaced pages, word-processed.
- 4) Use a minimum of 2 references located through standard library sources (indexes, abstracts, databases or Internet).
- 5) Be prepared to share your findings in an informal presentation and discussion.
- 6) Prepare an abstract for posting to the threaded discussion board and attach a pdf file or similar, of your paper with your abstract posting; include relevant URLs in our list of sites and links. Try to interview people involved with the programs. Dig deep for contacts! This paper should be presented as a posting to the threaded discussion with an embedded link to a:
  - Webquest,
  - Real-Slide Show Presentation
  - Paper (In Pdf Format)

- Some Asynchronous Method Of Your Choosing

**Some Possible Applications Topics (and States With Active K-12 DE programs).** Be sure to visit: <http://www.usoe.k12.ut.us/curr/ednet/training/resources.html> for some additional suggestions.

Utah Electronic High School  
Star Schools Program  
**Public Education Distance Learning in Utah**  
**Western Governors University**  
Higher Education Distance Learning in Utah  
British Open University  
**TEAMS**  
StarNet Satellite Network  
STEP Network-Spokane, Wa  
**Box Elder School District Distance Learning**  
**UEN/USOE distance learning classes**

Kentucky  
Oregon  
Iowa DE Alliance  
Illinois  
Jordan School District DL  
California  
Kansas  
Florida  
**Tooele School District IP Video**  
**Northeastern Utah Distance Learning**

## Observations—Optional

(5 points each—You may duplicate this up to 6 times for a total of 30 points) Due date: Between 1/16/2006 and 4/23/2006. Posted on WebCT Threaded Discussion Board. Our TA will have a separate thread just for **Observations**. Please use this thread to post your observation and make any comments you wish about other observation. Be sure your title or the name of the observation has your name, observation # and the title of the Observation as a title. (example: GMiller 2 Polycom in Tooele, or JSmith 5 KULC Inservice) Note that this activity is not required, but you may do it to earn additional points! Last year several students and the instructor drove out to Tooele High School to watch a new Polycom Video class. The additional points you might earn could allow you to skip a paper or a quiz!

**Description:** The purposes of the observation assignments are to have you: (1) experience another form of distance education, and (2) reflect on what it means to teach and learn in a distance environment. Although you may not be an active participant in the experience, you will at least acquire a feeling for what distance education involves and what it's like to teach and learn at a distance.

**Directions:** Each student will observe, describe, and react in writing to a distance teaching/learning experience. You can choose to observe classes taught through Channel 9 (KULC), Internet, IP-Polycom, EDNET, KUED, KBYU, UENSS, Public, Private, or Higher Education, or other distance education system. The assignment consists of the following components:

**(1) Observation** - Select a distance education class, workshop, or instructional session to observe. If attending a live presentation, as a professional courtesy, obtain permission from the instructor or program administrator before their class to observe the production. Briefly explain your purpose and assure them that their identity will be kept confidential if they are concerned about that. As you observe, make some notes. Pay particular attention to what the students are doing and expressing as well as what the instructor is doing.

**(2) Description** - Soon after the observation (the sooner the better), write a description of your experience based on your notes and memory. Briefly (1-2 paragraphs, word-processed) describe the delivery system and the setting. Also address the following questions:

- What was the nature of the class or presentation you observed?
- Who were the participants?
- Where were they located?
- Also briefly (2-3 paragraphs) summarize what happened: what did the instructor do?
- What did the students do?

**(3) Reaction** - Comment (2-3 paragraphs) on your reactions to this experience.

- Project yourself into the role of the teacher and the role of the students.
- Tell me how it might feel to be the teacher or presenter.
- How did it feel to be a distant learner in this setting?
- What might it feel like to be a student at another site?
- What, in your opinion, went well/what didn't?
- How might the experience be improved?
- Conclude by stating at least one question your observation raised about distance teaching/learning, or one new insight you gained. Post this "paper(s)" on WebCT Threaded Discussion: **Observations**.
- Note that the syllabus describes specific dates to have each observation done.

## Threaded Discussion Postings

The WebCT Threaded Discussion section will be available for various discussion activities. Since we do not meet on selected dates, it will be necessary that you "Respond" and "Post" to the threaded discussions. The instructor may post topics of discussion or ask students to create a discussion thread. There may be notes in the weekly ISG about the threaded discussion "Topic of the Week." The Excel Syllabus will also describe the postings.

The threaded discussions promote active learning and academic critique of our work. Students should respond or post a minimum of 20 times during the class to receive the 10 points. *Postings should be of significance!* Feel free to suggest a topic by simply posting it. You need not "have permission." Just "do it!"

## Learning Contract

Send the instructor an email (**as soon as possible**) with a brief summary of the activities you intend to do. Describe, very briefly, what the topic will be for particular activities. Please note the due dates

Assignments	Pts	Due dates
Synchronous Instructional Development Project	30	2/06/2006 to 4/24/2006
Distance Learning Issue Paper	10	1/16/2006 to 2/6/2006
Technology Paper and Demonstration	15	1/30/2006 to 4/23/2006
Distance Learning Application Paper	10	1/23/2006 to 4/23/2006
Threaded Discussion Postings (minimum 20)	10	To the end of course
Optional Distance Learning Observations 6 @ 5 pts each = an additional 20 points	(30)	1/16/2006 to 4/23/2006
<b>Total Assignments</b>	<b>75</b>	
Quizzes 6 @ 5 pts Each	<b>30</b>	
<b>Total Assignments and Quizzes</b>	<b>105</b>	<b>Grades submitted 4/28/2006</b>

## Grading

Each assignment is allocated a point value (see assignment descriptions ) and the learning contract). Grades for the course will be based on a total of 105 points, divided as follows between the contract assignments, postings, the quizzes, and 4 optional observations.

<b>Contract Assignments, Postings</b>	<b>75</b>	<b>Points</b>
<b>Optional Observations</b>	<b>(30)</b>	<b>Additional Points</b>
<b><u>Quizzes (6 @ 5pts each WebCT)</u></b>	<b><u>30</u></b>	<b><u>Points</u></b>
<b>Total Possible</b>	<b>105 Points</b>	

<b>A</b>	90-100%
<b>B</b>	80-89%
<b>C</b>	70-79%
<b>D</b>	60-69%
<b>F</b>	lower than 60%

The final course grade will be determined according to the percentage of accumulated points as follows:

- Example: Student earns a total of 65 points on Assignments (65 out of 75), 15 Points on Observations (20 extra, optional points) and 20 Points on Quizzes (20 out of 30) points... $100/105 \times 100\% = 95\%$  Grade would be an A.
- Pluses and minuses will be allocated at the discretion of the instructor.
- Extra Credit is not an option, however, students are encouraged to do the Optional Observations to add additional points to their "score."
- Class participation and evidence of effort and interest in the course will be factors in determining the final course grade, particularly in borderline situations.

## Policies

1. Regular, on-time attendance as well as one's preparation for and participation in discussions and class activities is expected. These, in addition to your attention during class, are indicators of your professionalism and effort in the course as well as your respect for others.
2. Students are responsible for obtaining assignments and for the timely completion of work missed as a result of their absence. There is no make-up of in-class activities.
3. Except for serious extenuating circumstances (for which the students must notify the instructor as soon as possible), **students must submit assignments by the day they are due in order to receive full credit. Email or posting of assignments on the WebCT are the preferred methods of submission. Please use electronic format for postings. The Due date is part of the description of the activity.**
4. Assignments submitted later than one (1) week after the date on which they are due will not be accepted unless prior arrangements have been made.
5. No extra credit assignments will be given.
6. When warranted, a grade of incomplete may be given in accordance with university policy as outlined in the Graduate Catalog.
7. Please respect the rights of other students to learn. Do not bring infants or children to class. Do not cause others in class (including the instructor) to be distracted by your behavior (e.g., excessive talking and snacking during class, arriving late, or leaving early). Under no circumstances should students take it upon themselves to turn off (or otherwise prevent others from seeing or hearing) a portion of the programming unless directed by

the instructor to do so. **Be sure to check with your local facilitator about bringing food and drinks into your classroom...be courteous and considerate of your facilitator**

8. In accordance with policies stated in The Code of Policies and Procedures for Students at Utah State University, cheating, falsification and plagiarism will not be tolerated, and will be dealt with as outlined in the policies. As defined in the Code,

"a. Cheating includes intentionally using or attempting to use or providing others with unauthorized information, materials or study aids in any academic exercise or activity. Substituting for another student, or permitting another student to substitute for oneself in taking an examination or preparing academic work is also considered a form of cheating.

b. Falsification is the intentional and unauthorized altering or inventing of any information or citation in an academic exercise or activity.

c. Plagiarism is knowingly representing the words or ideas of another as one's own in any academic exercise or activity." (Article V, Section 2, pg.4)

d. If you have a disability that will require some accommodation on my part, you must contact me and document the disability through the Disability Resource Center. In cooperation with the Disability Resource Center, course materials may be provided in alternative formats such as large print, audio, or Braille upon request.

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## Contacting Us

### Instructor

George T. W. Miller Jr.  
 Utah State Office of Education  
 P.O. Box 144200  
 Salt Lake City, Utah 84114-4200  
 801-538-7790--office phone  
 801-520-9727--office cell  
 EDNET Training Site: <http://www.usoe.k12.ut.us/curr/ednet/training/default.html>  
 My UEN Website: <http://my.uen.org/1844>

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 E-Mail: [georgelaree@comcast.net](mailto:georgelaree@comcast.net) (home)  
 Office hours: Monday-Saturday—9:00 am to 3:00 pm  
 and at other times by appointment  
 Fax Number (for faxing assignments etc) (801)-538-7769

### Teaching Assistant

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## Class Schedule

**Note:** Be sure to check the **Excel Spreadsheet of Class Activities -- (PDF)** for details of each reading/assignment/activity and related resources. You can also access url's and pdf's at the WebCT site for each week's lesson. If you should have trouble finding a particular item, be sure to contact Nate or George. If necessary, we can email you any particular activity if needed. The Powerpoint "lessons" will be available as HTML shows, so they will be visible before and after class. Individual ISG's (Instructional Study Guides) will be labeled ISG #1, ISG #2, etc., corresponding to the week. **Note that not we may not meet on EDNET every week.**

ISG & Class #	Date	Topic	Reading/Assignments/Activities
1	1/16/2006 EDNET	Overview and the basics of Distance Education	<p>Powerpoint Lesson 1 a Welcome</p> <p>Powerpoint Get Acquainted</p> <p>Video: Distance Learning: An Introduction. Part 1 12 minutes</p> <p>Textbook Reading: New Directions: Issues and Trends to Take Us Into the Twenty-First Century--George Connick, pp 7-12</p> <p>PDF Reading: How to Succeed 2pp. Some guidelines for INST 6380..what to do!</p> <p>PDF Reading: Ten Tips and Tricks for the Online Students 4 pp. More guidelines for online students.</p> <p>Powerpoint: The Myths of Distance Learning...Tom Cyr..Chapt 5 of Resource Text (Teaching at a Distance with Merging Technologies)</p> <p>Elmo Slide: Distance Learning Grocery Truck...pdf slide</p> <p>Elmo Slide: Always Got. pdf slide</p> <p>Internet Reading: Distance Education at a Glance, Chapter 1, Barry Willis. <a href="http://www.uidaho.edu/eo/dist1.html">http://www.uidaho.edu/eo/dist1.html</a></p> <p>PDF Resource--Must Have. EDNET Map</p> <p>EDNET Newsletter Reading 11092004 When Good Technology Means Bad Teaching.</p> <p><a href="http://www.uen.org/News/news_group.cgi?category_id=6">http://www.uen.org/News/news_group.cgi?category_id=6</a></p> <p>PDF Reading: Misconceptions of Distance Learning. 2 pages</p> <p>Internet Reading: ADEC Guiding Principles for Distance Learning. 1 page. Comprehensive but simple! See: <a href="http://www.adec.edu/admin/papers/distance-learning_principles.html">http://www.adec.edu/admin/papers/distance-learning_principles.html</a></p> <p>Student Activity -- Register as Utah Educator on MyUEN... <a href="http://my.uen.org/myuen/MyUen">http://my.uen.org/myuen/MyUen</a></p> <p>Good Resource: EDNET Newsletter...See: <a href="http://www.uen.org/News/news_group.cgi?category_id=6">http://www.uen.org/News/news_group.cgi?category_id=6</a></p> <p>Good Resource: THE "NO SIGNIFICANT DIFFERENCE PHENOMENON"</p> <p><a href="http://www.nosignificantdifference.org/nosignificantdifference/This%20is%20for%20reference%20only">http://www.nosignificantdifference.org/nosignificantdifference/This is for reference only</a>. Numerous articles on the value and quality of distance learning. For another side of the question, visit this short essay by Thomas Ramage of Parkland College in Illinois...</p> <p><a href="http://www.usq.edu.au/electpub/e-jist/docs/html2002/ramage.html">http://www.usq.edu.au/electpub/e-jist/docs/html2002/ramage.html</a></p> <p>Interesting Resource: Digital Diploma Mills, by David F. Noble. 15 pp. An alternate voice about Distance Learning.</p>

			<p>Reference: If students want to purchase the resource book by Cyrs. Teaching at a Distance with Merging Technologies, 1997, they can order the book throughl. New Mexico State University. Box 30001 Dept. 3 UAR, Las Cruces, NM 88003. Shipping and all costs are \$60.34</p> <p>Threaded Discussion "Topic of the Week" Do you think Distance Learning works?</p> <p>Be sure to register at MyUEN if you haven't already. See <a href="http://my.uen.org/myuen/MyUen">http://my.uen.org/myuen/MyUen</a></p> <p>Also, be sure to send George your contact informaion, email, work phone, work or home address for mailings, EDNET site where you are at, your school where you teach, etc.</p> <p>Thought for Class: If our schools are so bad, How come they are so good?</p>
2	1/23/2006 EDNET	Distance Learning Theory—Part 1	<p>Special Reading for tonight: Competence in Teaching 2006, Thomas Cyrs</p> <p>Powerpoint: Lesson 2 Import Princ of Teach and Learn.26 slides</p> <p>Video: Distance Learning: An Introduction. Part 2 13 minutes</p> <p>Powerpoint:Lesson 2 B--Teaching at a Distance Skills 2006</p> <p>Video: EDNET: The Power of Learning 7 minutes</p> <p>Lesson 2 ISG. Be sure to print it off and bring it to class. You will also use it for homework.</p> <p>Internet Reading: Issues of Distance Learning <a href="http://carbon.cudenver.edu/~lsherry/pubs/issues.html">http://carbon.cudenver.edu/~lsherry/pubs/issues.html</a></p> <p>Textbook Reading: Competence in Teaching at a Distance: Tom Cyrs. Pp 15-18</p> <p>Elmo Slide: Relationship for Teacher 2006 1 page</p> <p>Internet Reading: Newsweek Distance Learning Article: "Distance Learning: What Makes it Work." J. Flores. See : <a href="http://www.newsweekshowcase.com/learning/index.shtml">http://www.newsweekshowcase.com/learning/index.shtml</a></p> <p>PDF Reading: No Significant Difference And Distance Education 2006, by Rick Shearer. 2 pages</p> <p>PDF Reading: Skills for Distance Learning Educators 15 pp. By USU student, Alan Young</p> <p>Elmo Slide: Various DL Technologies. See color printouts 10/04/2000</p> <p>Elmo Slide: Teachers and Technology 2006</p> <p>After Class Activity: Lesson 2 B--Teaching at a Distance Skills.ppt</p> <p>Threaded Discussion "Topic of the Week" Please Comment: There is No Significant Difference in achievement (learning) in a distance learning class compared to a traditional class.</p> <p>Good Resource: Ppt lesson. Creating a person-image for Distance Learning</p> <p>Interesting Reading: Diploma Mills--Student Paper for 2005</p> <p>Personal Quiz 4 U (no score needed). Online Myths 1 page. From</p>

			<p>SLCC.</p> <p>Good Resource: Ppt lesson. The Seven Deadly Sins of Presentation 2006</p> <p>Good Resource on Transactional Distance Learning by Michael G. Moore. "Transactional Distance Learning 2006"</p> <p>Good Resource: Learning at a Distance: Research Conclusion, Chapt 1 of Resource Text (Teaching at a Distance with Merging Technologies)</p> <p>Good Resource: Distance Education at a Glance:  <a href="http://www.uidaho.edu/eo/distglan.html">http://www.uidaho.edu/eo/distglan.html</a></p> <p>Review: Assignments 2006 pdf document for all of our activities that are due for the course.</p> <p>Good Resource on the EDNET Newsletter: Create an Adobe PDF® with an online tool...use your favorite software to do it!  <a href="http://www.uen.org/News/article.cgi?category_id=6&amp;article_id=775">http://www.uen.org/News/article.cgi?category_id=6&amp;article_id=775</a></p> <p>Thought for Class: Nothing will change until we all retire--or will it?</p>
3	1/30/2006 EDNET	Distance Learning Theory—Part 2	<p>Instructional Study Guide for Lesson 3</p> <p>Powerpoint: New Interactions in Distance Learning. 29 slides</p> <p>Video: Online Education: 60 Minutes Documentary, 15 minutes long</p> <p>EDNET Map</p> <p>Textbook Reading: Interactivity: From Agents to Outcomes, Ellen Wagner Pp 19-26</p> <p>Analogy Lesson--"The Teddy Bear Classroom" p 142 in resource book. 10 minutes at local site.</p> <p>Interaction Discussion....ELMO Slide 90% - 10%</p> <p>Bloom's Taxonomy....KCAASE...ELMO Discussion--Chalk Talk Activity 5 minutes</p> <p>Bloom's Taxonomy--Critical Thinking--ELMO Slide</p> <p>Bloom's Taxonomy--Short Paper 2006</p> <p>Bloom's Taxonomy....Task Oriented Question Construction based on Bloom's Taxonomy 1 page</p> <p>PDF Handout for Class: Engaging Students at Field Sites, Tom Cyrs.30 pages. Excellent material!</p> <p>PDF Reading: No Significant Difference and Distance Education...Rick Shearer, Penn State College</p> <p>PDF Reading: Interactivity Research Report Farr .pdf, 18 pages</p> <p>PDF Reading: Interactivity as a Predictor of Student Success in a Satellite Learning Program, Van Haalen and Miller. See:  <a href="http://www.ed.psu.edu/acsde/deos/deosnews/deosnews4_6.asp">http://www.ed.psu.edu/acsde/deos/deosnews/deosnews4_6.asp</a></p> <p>Each site to take 5 minutes to present an example of "Engaging Students at Field Sites."</p> <p>Distance Learning Issue Paper/Presentation Paper or Presentation 10 Points</p> <p>If Time" A Scenario 4 U. Just Teach the Way you Have Always Taught</p> <p>PDF Reading: Notes and Summary for On-Air Presentations---4 pages Bloom's Taxonomy in Distance Learning.</p> <p>PDF Reading: Constructivism in the Classroom--Bernie Dodge--ELMO Slide</p>



			<p>PDF Reading: Online Learning Activities: Beginning an International Collaboration. South China Normal University and USU's INST 6380 class, by Tom Nickel</p> <p>Threaded Discussion "Topic of the Week" How can Distance Learning classes be expected to achieve "Higher Order Thinking" skills? See Bloom's Taxonomy.</p> <p>PDF Resource: Interactivity FARR 2006 16 pp pdf.</p> <p>Tech Paper Resource: Plycom and EDNET AC 2006 4 pp pdf</p> <p>Ppt resource: The Seven Deadly Sins of Presentation</p> <p>EDNET Newsletter Reading: 12/15/2004 The Promise, Reality and Maturity of E-Learning Standards.</p> <p><a href="http://www.uen.org/News/article.cgi?category_id=6&amp;article_id=1207">http://www.uen.org/News/article.cgi?category_id=6&amp;article_id=1207</a></p> <p>Quiz 1 on WebCt Interaction and Interactivity in Distance Learning</p>
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4	2/6/2006 EDNET		<p>ISG #4 Technology of Distance Learning</p> <p>Thought for class: "Education is what begins when school ends."</p> <p>So said Mark Twain</p> <p>Powerpoint: Characteristics of DL Students 10 slides</p> <p>Discussion at Elmo: Characteristics of DL Students</p> <p>Textbook Reading: Teaching by Television, Ostendorf. Pp 51-58 (this may be a pdf doc)</p> <p>Powerpoint: 10 Keys to Successful Interactive Television 11 slides</p> <p>Handout: 10 Keys to Successful Interactive Television</p> <p>Interesting Resource: On Powerpointlessness! See <a href="http://fno.org/sept00/powerpoints.html">http://fno.org/sept00/powerpoints.html</a></p> <p>Good Resource: Ppt lesson on Visualizer's for Distance Learning</p> <p>Video: SUU Distance Learning--Prof. Matt Nickerson--Integrating Technology--5 minutes</p> <p>Video: SUU Distance Learning--Prof. Matt Nickerson--Interaction With Students--10 minutes</p> <p>Student Activity: PDF Constructing Word Pictures. Be sure to print this activity before coming to class tonight. Students work in a group of 3 or less. 5 minutes to prepare-- 2 Minute presentation from each group. PDF Reading: Integrating Technology Laurie Dias. 5 pages</p> <p>Good Resource: DL's Top Ten (4 pages...just for fun reading)</p> <p>PDF Resource: Oh No! Not Audience Participation!</p> <p>Assignment Due: Distance Learning Issue Paper/Presentation Paper or Presentation 10 Points</p> <p>Quiz 2 on 2/13--2-17/2006 WebCt Integrating Technology into Distance Learning and Bloom's Taxonomy</p> <p>PDF Reading: Bruce Barker Paper (Faculty Training for Two-way Distance Learning). Dr. Bruce Barker, So. Utah University. 2 page</p> <p>PDF Reading: Bruce Barker Paper 2(The Pathway to Great TV Teaching) Dr. Bruce Barker, So. Utah University. 1 page.</p> <p>PDF Resource: The Psychology of Influence, Scott W. Lee, Ph.D. 4 pages</p> <p>Good Resource: Chapter 20--Communicating at a Distance (Text: Teaching at a Distance with Merging Technologies, Cyrs pp 227-260)</p> <p>Threaded Discussion "Topic of the Week" What does transparent technology imply for the DL Teacher?</p>
5	2/13/2006 WebCT	Technology of Distance Learning—Part 2	<p>WEB CT Only.</p> <p>Students Work At Home tonight -- Issue paper or Applications Paper can be turned in anytime now!</p> <p>Activity for groups of Two: Collaboration Activity. See PDF of the same name. This will count as an Observation activity.(5 pts)</p> <p>Internet Reading: UEN Instructional Services Subcommittee Report 10/2003-- <a href="http://www.uen.org/steering/iss/">http://www.uen.org/steering/iss/</a> Download the pdf for 10/10/2003 and review chapter 6... (USHE Tehnologically Delivered Instruction--2002-2003 Summary - Discussion, Pp 6.1 to 6.6)</p> <p>PDF Reading: Pre-Entry Variables for Distance Learning. Dr. Pamela Dupin-Bryant from the USU Tooele extension center had this excellent paper published in the American Journal of Distance Education last year. It is quite good. Be sure to read it.</p> <p>PDF Reading: Technology Delivered Matrix. Utah's best distance</p>

			<p>learning professionals came together to create an Instructional Design Matrix that can be very helpful.</p> <p>PDF Reading: Message Delivery Matrix. How to decide on the best technology for a message delivery system.</p> <p>Activity....Identifying and Combining Alternative Delivery System. See page 81 in Resource book. 45 minutes. There are more sheets like this in the ISG #5</p> <p>Resource for lesson...See References for Lesson 5 in WebCT...a pdf doc.</p> <p>Resource for Lesson...Module 5.1 Identifying Potential Delivery Technologies Based on the Required Technology Capabilities. 3 pp pdf.</p> <p>Internet Reading: Distance Education's Best Kept Secrets by Barry Willis <a href="http://ts.mivu.org/default.asp?show=article&amp;id=673">http://ts.mivu.org/default.asp?show=article&amp;id=673</a></p> <p>Interesting Resource: Gaming Technology at UVSC for DL 2006</p> <p>Interesting Resource: Ppt lesson on Learning in Discussion Groups 2006.</p> <p>Good Resources...Check out Barry's web site "Distance Education at a Glance" at the University of Idaho. It is a classic! See: <a href="http://www.uidaho.edu/eo/distglan.html">http://www.uidaho.edu/eo/distglan.html</a></p> <p>PDF Reading: If Technology is the Solution, Editorial (2 pages)</p> <p>Threaded Discussion "Topic of the Week" Summarize your conclusions about the UEN Instructional Services Report 10/10/2003.</p> <p>Good Resource: Milken Family Foundation--Seven Dimensions for Gauging Progress of Technology in the Schools <a href="http://www.mff.org/edtech/projects.taf?_function=detail&amp;content_uid1=152">http://www.mff.org/edtech/projects.taf?_function=detail&amp;content_uid1=152</a></p> <p>Good Resource: Distance Education Conference Clearinghouse, See <a href="http://www1.uwex.edu/disted/conf/">http://www1.uwex.edu/disted/conf/</a></p> <p>Don't forget to do Quiz #2 this week. It will be available from Feb 5-9</p> <p>Good Resource: (If you're interested in hearing another perspective on Distance Learning....Dr. David Noble, outspoken critic of "The Digital Diploma Mills." <a href="http://communication.ucsd.edu/dl/">http://communication.ucsd.edu/dl/</a></p>
6	2/20/2006 WebCT	Copyright	<p>WEB CT Only.</p> <p>Internet Reading: University of Texas--Copyright Crash Course <a href="http://www.utsystem.edu/OGC/IntellectualProperty/cprtindx.htm">http://www.utsystem.edu/OGC/IntellectualProperty/cprtindx.htm</a> The first stop for distance learning teachers!</p> <p>Internet Reading: Visit the EDNET Training Website--Copyright Materials...<a href="http://www.usoe.k12.ut.us/curr/ednet/training/resources/copyright.html">http://www.usoe.k12.ut.us/curr/ednet/training/resources/copyright.html</a> Review the article by Attorney Ken Salomon</p> <p>Textbook Reading: Copyright: Opportunities and Restrictions for the Teleinstructor. Janis Bruwelheide. Pp 95-101 (the textbook is currently not available, we are transcribing the chapter now!)</p> <p>PDF: Copyright--What you Need to Know 2006</p> <p>Ppt: 6 Copyright for DL 2006</p>

			<p>Ppt: 6 Copyright Issues 4 Distance Learning Professionals 2006</p> <p>Ppt: 6 Copyright Questions 2006</p> <p>Ppt: 6 CONFU Scenarios 2006</p> <p>Ppt: 6 Copyright and the TEACH Act 2006</p> <p>PDF: 6 Technology and the TEACH Act 2006</p> <p>PDF: 6 Copyright Law for Educators Tutorial 2006</p> <p>PDF: 6 Student Cheating and the Internet 2006</p> <p>PDF: 6 Whitepaper on the TEACH Act--By Ken Salomon</p> <p>PDF: 6 Importance of the TEACH Act 2006</p> <p>PDF: 6 Fair Use Scenarios</p> <p>PDF: 6 JoEllen Johnsons' Distance Learning Issue paper on Copyright-2006</p> <p>Internet Interesting Website for a good resources:  <a href="http://www.techlearning.com/showArticle.jhtml?articleID=55800210">http://www.techlearning.com/showArticle.jhtml?articleID=55800210</a>          Check out this new copyright Website          EDNET Newsletter: Recent Copyright Law Developments for Distance Education: The TEACH Act  <a href="http://www.uen.org/News/article.cgi?category_id=6&amp;article_id=594">http://www.uen.org/News/article.cgi?category_id=6&amp;article_id=594</a>          Threaded Discussion "Topic of the Week" Take one of the 20 scenarios (questions) from ISG 6 on copyright, post your favorite question with your documented answer.</p>
<b>7</b>	<b>2/27/2006 EDNET</b>	Strategies for Education—Part 1	<p>Textbook Reading: Student Centered Instruction for the Design of Telecourses, Winn Egan. Pp 33-40</p> <p>ISG #7. It is quite important for you to bring this to class tonight. If we don't finish all the activities it will still show you what needs to be reviewed. Notice the priority assignments</p> <p>Guest Speaker:</p> <p>I have included a sample Powerpoint Lesson for you to examine. There is also a worksheet that accompanies it. It might be a bit much, but it might give you an idea of how some other students did this assidnment (see #3 below). The Powerpoint is called Computer Basics Example 2006.ppt and the Worksheet is called Computer Basics Worksheet 2006. This is only an example.</p> <p>Student Activity--Prepare a graphic for Elmo (each person prepare a handrawn graphic. Give a 2-4 minute presentation on camera to the rest of class from your site--Be sure to NOT use a pen or pencil! Bring a marker and whatever paper you'd like. Involve your local EDNET facilitator to assist you in presentation. This is a fun activity!! 60 - 90 minutes (follow up next week too!). If you are going to do a Powerpoint, be sure to email it George several days before class. George will project it from the USU Murray site, unless you are absolutely sure that your site can EASILY project your powerpoint. Check with your facilitator (Local) to be sure. Some of our sites may have limited presentation ability.</p> <p>Must Do Activity: Constructing Cultures in Distance Education 2006, 7 page pdf..Note: There are four question interspersed throughout</p>

			<p>this 6 page paper. The questions are numbered, bolded, and italicized so you can spot them. We have set up a discussion board in Lesson 7 to address each of the questions. Pick one or two questions and respond to them in our discussion board this week. We have discussed the concepts of "Transactional Distance." This paper address many of those concerns. Be sure to find the work of Rick Shearer from Penn State University on this topic as well. It is of great concern in the field of distance learning today and you should be acutely aware of it implications in interaction strategies. Also, be sure to go to the last page and check out the information about the Instructional Technology Forum....George</p> <p>Quiz 3 on 2/27/2006--3/05/2006 Copyright 4 Teachers</p> <p>Powerpoint: Tips and Tricks for the DL Teacher (30 Min)</p> <p>Interesting Reading: 7 NYTime-Branson CO DL K-12 Schools 2006. 3 page pdf. How is distance learning impacting high schools.</p> <p>Elmo Slide: Instructional Systems Approach to Technology ISAT Model</p> <p>Teacher Reading: Instructional Systems Approach to Distance Learning. Goes with Slide.</p> <p>PDF Reading: ISAT Model for Distance Learning (4 pages) Diagrams and Illustrations</p> <p>Threaded Discussion "Topic of the Week" See #4 above...pick one or two of the four threads tied to this paper.</p> <p>Optional Video if Time: Distance Learning Program #2. Integrating Technology and Program Content. 23 minutes</p> <p>EDNET Newsletter: If a Dog Were Your Teacher.... (Something fun)</p> <p><a href="http://www.uen.org/News/article.cgi?category_id=6&amp;article_id=80">http://www.uen.org/News/article.cgi?category_id=6&amp;article_id=80</a></p> <p>PDF: The Myth of the Talking-Head-1 page</p> <p>Good Resource: Distance Educator.com website, research, newsletter... <a href="http://www.distance-educator.com/dnews/">http://www.distance-educator.com/dnews/</a></p> <p><i>Thought for Class:</i> WIIFM "What's in it for Me?" Let them know what's in it for them. Tell others exactly what action you want them to take and how they will benefit.</p>
8	3/6/2006 EDNET	Strategies for Distance Education—Part 2	<p>Powerpoint 1: Successful Distance Education Characteristics and Practices</p> <p>Powerpoint 2: How Can Distance Learning Benefit Rural Schools</p> <p>Powerpoint 3: Distance Learning: Selecting the Medium Considerations</p> <p>Powerpoint 4: Distance Learning: Three Key Questions</p> <p>Powerpoint 5: What do Effective Teachers Do?</p> <p>Powerpoint 6: Effective Teachers</p> <p>PDF Reading...OnSat and the Dine People</p> <p>Internet Reading: When Good Technology Means Bad Teaching (Chronicle of Higher Education)</p> <p><a href="http://chronicle.com/free/v51/i12/12a03101.htm">http://chronicle.com/free/v51/i12/12a03101.htm</a> 8 pages</p> <p>EDNET Newsletter: OF POWERPOINT AND POINTLESSNESS</p>

			<p><a href="http://www.uen.org/News/article.cgi?category_id=6&amp;article_id=448">http://www.uen.org/News/article.cgi?category_id=6&amp;article_id=448</a></p> <p>Ppt Resource: Asynchronous Distance Learning 2006 by Ellie Jones, 11 slides</p> <p>Ppt Resource: Asynchronous Streaming Video 2006 by Logan Freeman, 22 slides</p> <p>Ppt. Resource: Do All Teachers Need a Web Page 2006 by Brent Bourgeois. 14 slides</p> <p>Ppt. Resource: WIKIS, Can it work in High School, by Keenan Adcock 7 slides</p> <p>Threaded Discussion #1 "Topic of the Week" "Please comment on this topic--Technology is shaping what teachers and students are doing in the classroom. We can't underestimate the importance of training in using technology so that we can provide access and equity for students."</p> <p>Don't forget about your papers that are due--coming up soon.</p> <p>Quiz 4---Successful Teaching Tips for the Distance Learning Teachers--Taken from the Powerpoint Lessons! The quiz will be available from March 2 through March 9th. 5 Questions....all multiple choice</p> <p>Something to Think About: Mr. Miller did a demonstration of "Teaching to the Camera." How is this important to DL teachers?</p> <p>PDF Resource: Quality on the Line. Benchmarks for Success in Internet Based Distance Education. Prepared for the Institute for Higher Education Policy. Approx 60 pages. Not required reading, just a good resource!</p> <p>Good Resource: Storyboard Template, Storyboard for Distance Learning. 3 PDF's</p> <p>Thought for Class: If you always do what you've always done, you'll always get what you've always gotten.</p> <p>Something Fun to Read: If a Dog Were Your Teacher... (EDNET Newsletter)</p> <p><a href="http://www.uen.org/News/article.cgi?category_id=6&amp;article_id=80">http://www.uen.org/News/article.cgi?category_id=6&amp;article_id=80</a></p> <p>Another Thought for Class: Administrators are like Chimpanzees: The higher up they climb, the more unpleasant features they reveal!</p>
9	3/13/2006 WebCT	Strategies for Distance Education—Part 3	<p>Ppt: Fun with Graphics</p> <p>PDF ISG 9</p> <p>Good Recent Resource: PDF: Gates and Govs Upgrade the HS 3012005</p> <p>Instructional Technology Forum listserv is open to anyone interested in discussing topic related to instructional design and technology! Many of the members are graduate students. Please review the website for information about ITForum:</p> <p><a href="http://it.coe.uga.edu/itforum/about.html">http://it.coe.uga.edu/itforum/about.html</a></p> <p>PDF Reading: Distance Education Systems by F. Saba. 3 pages</p> <p>PDF Reading Understanding Distance Education Systems</p>

			<p>Methodology: Transactional Distance</p> <p>Threaded Discussion "Topic of the Week #9a" Why I like/dislike Online (Internet Only) Learning.</p> <p>Threaded Discussion "Topic of the Week #9b" Bill Gates gave a scathing indictment of America's Schools. Read the item #3 (above) and comment.</p> <p>Asynchronous DL Movie--Sample streaming video from a former student. Use quick time or real player</p> <p>PDF Reading: Essential Principles for DL Teachers 2232005</p> <p>PDF Reading: Floridas Virtual School--Lessons Learned 2222005</p> <p>PDF Reading; Report on State Virtual Schools 2232005</p> <p>PDF Reading "Top Ten Myths of Online Learning"2 pages</p> <p>Good Recent Resource: PDF: 05 Educ Summit Guide 3012005</p> <p>Good Recent Resource: PDF: 05 Educ Summit for HS 3012005</p> <p>Good Resource: The USOE Educator Listserve.</p> <p><a href="http://lists.uen.org/mailman/listinfo/usoe-news">http://lists.uen.org/mailman/listinfo/usoe-news</a>.</p> <p>Good Resource: Why Technology Works in Some Schools But Not in Others. PDF 1 page</p>
	<b>3/20/2006 WebCT</b>	No Class This Week	Spring Break
<b>10</b>	<b>3/27/2006 WebCT</b>	Strategies for Distance Education—Part 5	<p>Activities to review this week...WebCt only. Be sure to read over pp 14-16 on this ISG for more information about these activities and readings.</p> <p>Powerpoint: Technology Changes for the Future--Dr. Vicky Dahn, Utah State Office of Education gave this talk at UCET 2 years ago.</p> <p>ISG 10...Evaluation and Online Instruction</p> <p>PDF Reading: Distance Learning--What Am I Doing Here...1 page"</p> <p>This article goes with the threaded discussion listed below (see item 13). Read first, try to get his comment , then post yours and his conversation!</p> <p>PDF Reading: Landmark Study Yields First-Ever Data on Distance Education in Elementary and Secondary Schools. Abstract 2 pages</p> <p>PDF Reading: Landmark Study Yields First-Ever Data on Distance Education in Elementary and Secondary Schools. This article is 97 pages long. It is not necessary to read the entire document, look at it on your computer and read only pages 1-17 (the text of document)</p> <p>PDF Reading: Teaching at an Internet Distance: the Pedagogy of Online Teaching and Learning--(This report is rather long-60 pages, just review pages 34-42 on Online Evaluation</p> <p>Quiz 5 March 27 thru April 2. Modifying Content for a DL Course</p> <p>PDF Reading: Demonstrating Good Teaching, David G. Brown. 2 pages</p> <p>PDF Reading: Journal of Distance Education (2001) Monitoring Student Performance in Online Courses: New Game—New Rules,</p>

			<p>George Pappas, Ellen Lederman, Brooke Broadbent.  <a href="http://cade.athabasca.ca/vol16.2/pappasetal.html">http://cade.athabasca.ca/vol16.2/pappasetal.html</a> (6 pages)  EDNET Newsletter Reading: Training vs. Education Online Version 12/288/1999. See  <a href="http://www.uen.org/News/article.cgi?category_id=6&amp;article_id=159">http://www.uen.org/News/article.cgi?category_id=6&amp;article_id=159</a>  EDNET Newsletter Reading: How to Check Out Distance Learning Programs--  <a href="http://www.uen.org/News/article.cgi?category_id=6&amp;article_id=802">http://www.uen.org/News/article.cgi?category_id=6&amp;article_id=802</a>.  This is just about a website for checking into online degrees.  Nothing specific to look. Just a reference  Guest Speaker Next Week on EDNET  Something fun to read: "Costello calls to buy a computer from Abbot. 2 page pdf doc.  PDF resource: National Center for Educational Statistics DL K-12-abstract  Ppt resource: National Science Digital Library 2006  Threaded Discussion "Topic of the Week What am I doing here?" read the article (2 pages) Please comment.</p>
11	4/03/2006 WebCT	Research and Resources for Distance Learning	<p>PDF Reading: Half a millenium of Educational Technology (2 pages)  ISG 11...New advances in Technology  Threaded Discussion "Topic of the Week" Respond to Martin Van Buren!  EDNET Minilesson Evaluation Form...1 page pdf  Student Presentation of Synchronous Distance Learning Project  Best Resource: EDNET vs. Polycom...by Alan Christensen 4 pages pdf.  Reading: Blended Learning Whitepaper. 7 pages pdf  Reading: Are On-Site Courses as Effective as Online. 1 page pdf  Good Reading: Videoconferencing Gets IP Boost 2 pp pdf  Good Resource: PDF Higher Education in EDNET (30 pages)  Good Resource: Guidelines for Distance Educators--AFT Article (28 pages, 1999)  Good Resource: Ppt--HETI grant from SLCC  Something Fun....Planning for Success  Good Resource: Ppt--Polycom 4 Education2 ABC Education Guide  Good Resource: Ppt--Polycom 4 Education3 Polycom Guide  Good Resource: Ppt--Polycom 4 Education4 Polycom Information  Good Resource: Ppt--Polycom and Distance Education  Good Resource: Ppt--Polycom Solutions for Education</p>
12	4/10/2006 EDNET	Training for Technology and Distance Learning	<p>Threaded Discussion "Topic of the Week 1." Be sure to post critique comments on student presentation of their Synchronous Distance Learning Project.  Student Presentations--remember to get the EDNET Minilesson Evaluation Form to use a critique sheet.  Powerpoint if time: Scenarios for Distance Learning--What Shall you</p>



			<p>do? 30 minutes</p> <p>Powerpoint Reading only: Managing Information Resources. This is found in the ISG and as a PowerPoint file</p> <p>PDF Reading: Framework for DL Interactions by Hirumi</p> <p>PDF Reading: Topper paper on Interaction</p> <p>PDF Resource: IMPLEMENTING THE SEVEN PRINCIPLES: Technology as Lever. Also found at <a href="http://www.tltgroup.org/programs/seven.html">http://www.tltgroup.org/programs/seven.html</a></p> <p>PDF Resource: ADEC Guiding Principles for Distance Learning. 1 page</p> <p>PDF Resource: 10 TIPS FOR IMPLEMENTING A DISTANCE LEARNING PROGRAM. 2 pp</p> <p>PDF Resource: Good Teaching is Good Teaching. 11 pp</p> <p>PDF Resource:: Effective Student Outcomes</p> <p>Threaded Discussion "Topic of the Week 2" What challenges face us in implementing technologically mediated instruction in the classroom?</p> <p>Thought for class: Someone once describe education as the ability of the teacher to pass information from the head of the teacher to the head of the student without passing through the brains of either.</p>
13	4/17/2006 EDNET	The Future of Distance Learning	<p>Student Presentations: As scheduled. Be sure to contact George to schedule your presentation if you haven't doone so all ready.</p> <p>PDF Reading: Technology Delivered Matrix....Utah's own! Cynthia Grua (USBOR), George Miller (USOE), Richard Siddoway (USOE), Darrin Olsen (USU)</p> <p>PDF Reading: Barriers to Distance Educaiton.</p> <p>PDF Resource: Instructional Design Matrix for Learning Styles--Carla Lane.</p> <p>PDF Resource: Leadership in Distance Education</p> <p>Ppt Reading: Leveraging Technology for Learning. David Brown</p> <p>PDF Reading: Leveraging Technology for Learning. David Brown</p> <p>PDF Resource: Touching the Untouchable--The Future has Changed.</p> <p>PDF Resouce: The Promise of Elearning Standards.</p> <p>Threaded Discussion: Be sure to post your comments and critiques of the student presentation from tonights' lesson.</p>
14	4/24/2006 EDNET	Presentations by Students	<p>Textbook Reading: Managing Information Resources and Services in a Distance Environment. Robert Tolsma. Pp 111 - 117</p> <p>Assignment Due: Synchronous Distance Learning Project/Presentation 30 pts.</p> <p>Threaded Discussion "Topic of the Week" Class Presentations This Week--Critique</p> <p>PDF Reading: Guide to Online HS Courses NEA 25pp. Questions for Parent, Administrators and Teachers to ask about DL systems</p>

			<p>Good Resource: Images Can Make Powerful Slam Dunk Digital Lessons. From Now On website by Jamie McKenzie. See <a href="http://www.fno.org/oct03/slamdunk2.html">http://www.fno.org/oct03/slamdunk2.html</a></p> <p>PDF Resource: NCES addendum for Disance Learning 02-03 2006. The National Center for Educational Statistics sends out this yearly statistical survey of DL programs The addendum describes the report.</p> <p>PDF Resource: NCES for Disance Learning 02-03 2006. The National Center for Educational Statistics sends out this yearly report. 97 pages long.</p> <p>PDF Resource: NLI Glossary--(National Leadership Institute) published this brief glossary of Distance Learning Terms.</p> <p>PDF Reading: The Technology Fix 2006</p> <p>Thought for class: If instructors can be replaced by technology, they should be!</p> <p>Thought for class: Everyone is a Damn fool for at least 5 minutes every day. Wisdom consists in not exceeding the limit!</p> <p>Thought for Class: You are the focus of your presentation, not your visuals. Use visuals to support, not compete with your message</p>
	<b>4/25/2006</b>	Follow up activities	<p>Any assignments not turned in by this evening will not be counted! All postings to the threaded discussion board, email, quizzes must be done by tonight. If you have missed a quiz somewhere, be sure to check with George to see if there is a possibility of making it up or doing the extra credit observations to take their place. All grades have to be done today!</p>

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## Biographical Sketch

### George T. W. Miller Jr.

George has been employed at the Utah State Office of Education as the Distance Learning Training Specialist since 1995. His main assignment is to conduct training activities for public education teachers throughout Utah who are involved with distance learning programs, 11 digit course codes for Utah Schools, and Concurrent Enrollment Issues.

He often assists in school accreditation visits as well as assisting with Technology Integration activities related to the implementation of the new No Child Left Behind Act of 2002.



Prior to his current position he was an adjunct instructor at Utah State University—Uintah Basin Education Center where he managed several federally funded student-work programs as well as teaching Chemistry and Physics both on campus and through USU Comnet system.

From 1984 – 1995, George was the director of the Northeastern Utah Telelearning Center in Roosevelt, Ut. He and other teachers at USU and the Uintah Basin Applied Technology Center set up a distance-learning network providing classes to rural high schools throughout Utah. When EDNET was introduced into Utah in 1986, classes in many subject areas were presented both to local schools and to the PBS television station KUED.

George spent a year's sabbatical leave with the StarSTEP distance learning network in Spokane, WA, setting up and presenting a Principles of Technology Course delivered by satellite to students across Alaska and North America. One of the first research studies on Interactivity in the Distance Learning Videoconferencing Classroom was documented during this experience. See : [4:6 Interactivity as a Predictor of Student Success in Satellite Learning Programs](#); Teresa Van Haalen and George Miller or [http://www.ed.psu.edu/acsde/deos/deosnews/deosnews4\\_6.asp](http://www.ed.psu.edu/acsde/deos/deosnews/deosnews4_6.asp)

George has received a BS degree in Biology and Education from Weber State College in 1970. Teaching in southwest Nebraska from 1970 to 1976 (Science). He earned an MA degree in Science Education/Geology from The University of Northern Colorado in 1974. He has presented at the Rocky Mtn. Rural Education Association, WICHE, Telecon Conventions, and locally in Utah at Rural Schools Conferences and UEA, all on Distance Education Strategies. Recently George presented at the International Learning Conference in Beijing, China, with other educators from Westminster College (June, 2002).

While at the Technology Center in Roosevelt, he taught Tele-learning classes in Chemistry, Physics, Principles of Technology, Applied Mathematics, Business English and Workplace Skills over the Du-Tel System and EDNET System. From 1993 to 1995 he worked at the USU-Uintah Basin Center in Roosevelt managing two federal programs and teaching Chemistry and Physics on USU's COMNet system. He assisted in the writing of the EDNET User's Manual and the Hands-On Training Manual for EDNET Teachers.

Recently he has consulted with several Star Schools projects in Wyoming and Colorado and provided inservice training to teachers at rural community colleges. George has also worked closely with Utah State University since 1996 in developing the nation's first distance learning endorsement for public school teachers. In 1999, the Utah State Board of Education adopted the proposal and USU was selected as the program coordinator for this innovative program of inservice education for teachers practicing the art of Distance Education.

In 2000, the Distance Learning Endorsement was expanded to Westminster College in Salt Lake City. Currently, he is working with Utah Education Network staff to develop a Distance Learning Course Scheduling program for Utah Schools, as well as creating Teacher Training Materials for the new Video-IP project in Utah. The Spring 2006 class of INST 6380 is the fourth time that George will have taught our class. To learn more about Utah's Distance Learning system visit the EDNET Training Website at: [http://www.uensd.org/usoe\\_pages/ednet/site/default.html](http://www.uensd.org/usoe_pages/ednet/site/default.html)

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